

**THE EFFECTS OF USING QUICK ON THE DRAW STRATEGY
TOWARD STUDENTS' READING COMPREHENSION OF THE
SECOND YEAR AT ISLAMIC JUNIOR HIGH SCHOOL
AL-QASIMIYAH SOREK SATU**



BY

AFRIDAYANI NASUTION

NIM. 10714000758

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

**THE EFFECTS OF USING QUICK ON THE DRAW STRATEGY
TOWARD STUDENTS' READING COMPREHENSION OF THE
SECOND YEAR AT ISLAMIC JUNIOR HIGH SCHOOL
AL-QASIMIYAH SOREK SATU**

A Thesis

Submitted to Fulfill One of Requirements
For Undergraduate Degree in English Education



BY

AFRIDAYANI NASUTION

NIM. 10714000758

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

SUPERVISOR APPROVAL

The thesis entitled “*The Effects of Using Quick on the Draw Strategy toward Students’ Reading Comprehension of the Second Year at Islamic Junior High School Al-Qasimiyah Sorek Satu*” is written by Afridayani Nasution, NIM. 10714000758. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Sya’ban 13th 1432 H
July 15th 2011 M

Approved by

The Chairperson of English
Education Department

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. H. Kalayo Hasibuan, M.Ed-TESOL.

EXAMINER APPROVAL

The thesis entitled “*The Effects of Using Quick on the Draw Strategy toward Students’ Reading Comprehension of the Second Year at Islamic Junior High School Al-Qasimiyah Sorek Satu*” is written by Afridayani Nasution, NIM. 10714000758. It has been approved and examined by the examination committee of undergraduate degree on Sya’ban 13th 1432 H/ July 15th 2011 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree in English Education.

Pekanbaru, Sya’ban 13th 1432 H
July 15th 2011 M

Examination Committee

Chairperson

Secretary

Drs. Hartono, M.Pd.

Examiner I

Dr. Hj. Zulhidah, M.Pd.

Examiner II

Drs. Syafaruddin, M.Pd.

Bukhori, S.Pd.I,M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP. 197002221997032001

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty the lord of Universe. Through His guidance and His blessing, the writer has completed this academic requirement for the award of bachelor degree at the Department of English Education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau.

The title of this thesis is the effects of using Quick on the Draw Strategy toward students' reading comprehension of the second year at Islamic Junior High School Al-Qasimiyah Sorek Satu .

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty and all staff.
3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of English Education who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
4. Bukhori, S.Pd.I.,M.Pd, the Secretary of English Education Department who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
5. Drs. H. Kalayo Hasibuan, M.EdTESOL, my beloved supervisor who has given me correction, advise, motivation, and guidance in finishing the thesis.
6. All Lecturers who have given me their knowledge and information through the meeting in the class or personally.
7. My lovely Parents, Abdul Somat and Rohimah who have given me the meaningful and usedful support and also their sacrifice until right now.
8. My sisters, Yusroeli, Seprimahyuni, Dedek Octavia, Meilani, Febbriana, Febriani, Desri Ramadhani, Afrima Sonia, who have given me support and motivation to accomplish this thesis.

9. My Brothers, Khoiril Hafindi, Ilham, Aza Bahari and My Nephew, Azam Taqi, who have given me support and motivation to accomplish this thesis.
10. The Headmaster of Islamic Junior High School Al-Qasimiyah Sorek Satu, Dra. Hj. Rosdiana, Ratna Juita, S.pd as the English Teacher, the second year students (VIII^A and VIII^B) and all of staff in that help me in finishing this thesis.
11. Bunda (I Gus) , Ayah (Muhammad), Wahyu Ade Syaputra, Icon, Obi, Rehan, B'Darlis, Ziah, Masna and Masni, and all of big family in YPI Al-Qasimiyah Sorek Satu who have given me support and motivation to accomplish this thesis.
12. My beloved Friends: Nova Wesnita, Rani Nofrianti and Depi Marlioni, who have given me support to accomplish this thesis.
13. My classmates, all of the member of E class 07, and chairperson of E class 07 (Nazathul Hamimah), thanks for your support. We always be classmates and friends forever.
14. My Friends, in Boarding Home, Yani Alma, Ummi Kalsum, Fhitri Mesi, Dewi Susanti Saragih, Maya, Epi, Dina Fajrina, and Aisyah Bella Hikmah, who have given me Support and Motivation to accomplish this thesis.
15. For All people who have given me the great support in conducting and finishing this thesis, this cannot be written one by one.

Finally, the writer really realizes that there are may weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord or universe bless you all. Amin...

Pekanbaru, July 15th 2011

The Writer

Afridayani Nasution

ABSTRACT

Afridayani Nasution: “The Effects of Using Quick on the Draw Strategy toward Students’ Reading Comprehension at Second Year of Islamic Junior High School Al-Qasimiyah Sorek Satu”.

There are some reasons why the students are hard to get information from reading text. First, the students have difficulties comprehending the texts given. For example, the teacher gives 30 Questions but most of the students can answer 15 questions. Second, the students cannot identify the communicative purpose of the texts given. For example, the students are given a text but the students cannot share the information from a text to their friends communicatively. Third, the students cannot identify main idea because they have lack of vocabulary. Fourth, the students do not understand well about the function of generic structure in comprehending the reading a text, especially for Recount text. The students cannot identify which one the orientation, Event and reorientation is from a text that teacher gives. Fifth, the students do cheating with their friends if they cannot find the answer of the questions of the reading texts.

The writer intended to know the effect of this strategy in improving students’ reading comprehension by carrying out a research entitled the Effect of Using Quick on the Draw Strategy toward Students’ Reading Comprehension at Second Year of Islamic Junior High School Al-Qasimiyah Sorek Satu. The Subject of the research was the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu, and the object was to analyze the effect of using Quick on the Draw Strategy toward Reading Comprehension at second year of Islamic Junior High School Al-Qasimiyah Sorek Satu. The population of this research was the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu. They were all about 123 students, divided into four classes. The writer just took two classes as samples that is for Experimental Group and Control Group.

The instrument of this study was test. In analyzing the data the writer used independent sample T-test by using SPSS 17 version. Based on the writers’ finding. It can be seen that the ability of the students in reading taught by Quick on the Draw Strategy is categorized into **good** and the ability of the students in reading taught by conventional strategy is categorized into **enough**.

There is significant effect of using Quick on the Draw Strategy toward students’ reading comprehension at second year of Islamic Junior High School Al-Qasimiyah Sorek Satu. It can seen that result of SPSS output is 14.468. It is bigger than standard on the critic table of the T-test that is 2.68 in 1% or 2.01 in 5%, it can be read $2.01 < 14.468 > 2.68$. Regarding the result above H_a is accepted and H_o is rejected.

ABSTRAK

Afridayani Nasution: “Efek Penggunaan Strategi Quick on the Draw terhadap Pemahaman Membaca pada Siswa Kelas Dua Madrasah Tsanawiyah Al-Qasimiyah Sorek Satu.

Ada berapa alasan mengapa siswa sulit menarik informasi dari sebuah bacaan. Pertama, siswa memiliki kesulitan memahami sebuah bacaan dalam teks yang diberikan. Contohnya, guru memberi 30 pertanyaan tetapi banyak dari siswa hanya dapat menjawab 15 soal. Kedua siswa tidak dapat mengidentifikasi tujuan komunikatif dari sebuah teks yang diberikan, contohnya siswa diberikan sebuah teks tetapi siswa tidak dapat membagi informasi dari teks tersebut kepada temannya secara komunikatif. Ketiga, siswa tidak dapat mengidentifikasi ide pokok karena mereka kekurangan kosakata. Keempat, siswa tidak mengerti baik tentang fungsi susunan umum dalam memahami sebuah bacaan, khususnya dalam teks recount. Siswa tidak dapat mengidentifikasi mana yang disebut orientasi, event dan reorientasi dari sebuah teks yang guru berikan. Kelima, siswa menyontek dengan temannya apabila mereka tidak dapat menemukan jawaban dari sebuah bacaan.

Penulis bermaksud ingin mengetahui pengaruh sebuah strategi dalam meningkatkan pemahaman membaca siswa dalam membaca dengan mengadakan suatu penelitian yang berjudul “Efek Penggunaan Strategi Quick on the Draw terhadap Pemahaman Membaca pada Siswa Kelas Dua Madrasah Tsanawiyah Al-Qasimiyah Sorek Satu”. Subjek penelitian ini adalah siswa kelas dua Madrasah Tsanawiyah Al-Qasimiyah Sorek Satu, dan objeknya adalah analisa terhadap efek strategi Quick on the Draw terhadap pemahaman membaca siswa kelas dua Madrasah Tsanawiyah Al-Qasimiyah Sorek Satu. Populasi dalam penelitian ini adalah seluruh siswa kelas dua Madrasah Tsanawiyah Al-Qasimiyah Sorek Satu. Mereka berjumlah 123 siswa yang terbagi dalam 4 kelas. Penulis hanya mengambil sampel penelitian dari dua kelas yang terdiri dari kelompok eksperimen dan kelompok control.

Penelitian ini menggunakan instrument berupa test. Untuk menganalisa data, penulis menggunakan independent sample test-T dengan menggunakan SPSS 17. Berdasarkan hasil temuan penulis dapat dilihat bahwa siswa yang diajarkan dengan menggunakan strategi Quick on the Draw mendapat kategori **baik** dan siswa yang diajarkan menggunakan strategi konvensional mendapat kategori **cukup**.

Terdapat efek yang mencolok dari penggunaan strategi Quick on the Draw terhadap pemahaman siswa kelas dua Madrasah Tsanawiyah Al-Qasimiyah Sorek Satu, hal ini dapat terlihat dari hasil output SPSS yaitu 14.468. nilai ini lebih besar dibandingkan nilai kritik dalam table t yaitu 2.68 untuk taraf 1% dan 2.01 untuk taraf 5% ($df = 60$) dengan demikian $2.01 < 14.468 > 2.68$. oleh karena itu, dapat disimpulkan bahwa H_a diterima dan H_o ditolak.

THE LIST OF APPENDIXES

Appendix 1 The Sample and Population

Appendix 2 The Result of Try Out

Appendix 3 Item Difficulty of Try Out

Appendix 4 Reliability

Appendix 5 The Test of Research

Appendix 6 The Key of Test

Appendix 7 Lesson Plan

Appendix 8 Observation List

**Appendix 9 The Score of Students' Reading Comprehension at Second
Year of Islamic Junior High School Al-Qasimiyah Sorek Satu**

Appendix 10 Syllabus

Appendix 11 Table Nilai "T"

THE LIST OF CONTENT

SUPERVISOR APPROVAL

EXAMINER APPROVAL

| | |
|-------------------------------|------|
| ACKNOWLEDGEMENT | iv |
| DEDICATION..... | vi |
| ABSTRACT | viii |
| THE LIST OF THE CONTENT | xi |
| THE LIST OF TABLE | xiii |
| THE LIST OF APPENDIXES | xiv |

CHAPTER I: INTRODUCTION

| | |
|--|---|
| A. The Background | 1 |
| B. The Problem | 4 |
| 1. The Identification of the Problems | 4 |
| 2. The Limitation of the Problem | 5 |
| 3. The Formulation of the Problem | 6 |
| C. The Reason for Choosing the Title..... | 6 |
| D. The Objective and Significance of the Research..... | 7 |
| 1. The Objective of the Research | 7 |
| 2. The Significance of the Research | 7 |
| E. The Definition of the Term..... | 8 |

CHAPTER II: REVIEWING OF RELATED LITERATURE

| | |
|--|----|
| A. The Theoretical Framework..... | 9 |
| 1. The Nature of Reading | 9 |
| 2. The Nature of Reading Comprehension | 12 |
| 3. Definition of Quick on the Draw Strategy | 14 |
| 4. The Advantages of Quick on the Draw Strategy..... | 15 |
| 5. Procedure of Quick on the Draw Strategy..... | 15 |
| B. The Relevant Research | 16 |
| C. Operational Concept | 17 |
| D. The Assumption and Hypothesis..... | 19 |

| | |
|--|----|
| 1. Assumption..... | 19 |
| 2. Hypothesis | 19 |
| CHAPTER III: RESEARCH METHODOLOGY | |
| A. The Research Design..... | 20 |
| B. The Location and Time of the Research..... | 21 |
| C. The Subject and Object off the Research | 21 |
| D. The Population and Sample of the Research..... | 21 |
| 1. Population..... | 21 |
| 2. Sample | 22 |
| E. The research Procedures | 22 |
| F. The Technique of Data Collaction | 24 |
| G. The Validity and Reliability of the Test..... | 25 |
| 1. Validity | 25 |
| 2. Reliability | 27 |
| H. The Technique of Data Analysis | 27 |
| CHAPTER IV: DATA PERSENTATION AND DATA ANALYSIS | |
| A. The Data Persentation | 29 |
| 1. The data from the classroom observation..... | 29 |
| 2. Data on the study reading comprehension..... | 30 |
| B. The Data Analysis | 34 |
| CHAPTER V: CONCLUTION AND SUGGESTION | |
| A.Conclution | 40 |
| B. Suggestion | 40 |
| 1. Suggestion for Teacher..... | 41 |
| 2. Suggestion for Students..... | 41 |
| BIBLIOGRAPHY | |
| APPENDIXES | |
| BIOGRAPHY | |

LIST OF TABLE

| | |
|--|----|
| Table 3.1. Research Type..... | 20 |
| Table 3.2. Distribution of the Research Population..... | 21 |
| Table 4.1. The Implementation of the Quick on the Draw Strategy..... | 29 |
| Table 4.2. The Statistical of Experimental and Control Group | 31 |
| Table 4.3. The Distribution of Frequency of Students' Pre-test Scores of Experimental Group | 32 |
| Table 4.4. The Distribution of Frequency of Students' Pre-test Scores of Control Group..... | 32 |
| Table 4.5. The Distribution of Frequency of Students' Post-test Scores of Experimental Group | 33 |
| Table 4.6. The Distribution of Frequency of Students' Post-test Scores of Control Group..... | 33 |
| Table 4.7. The Classification of Experimental Group at the Second Year Students of Islamic Junior High School Al-Qasimiyah Sorek Satu | 34 |
| Table 4.8. The Classification of Control Group at the Second Year Students of Islamic Junior High School Al-Qasimiyah Sorek Satu | 35 |
| Table 4.9. Mean and Standard Deviation..... | 36 |
| Table 4.10. Group Statistics..... | 37 |
| Table 4.11. Table Mean and Standard Deviation for Post-Test..... | 38 |

CHAPTER I

INTRODUCTION

A. The Background

Reading is clearly one of the important skills that should be mastered by the students. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style.

In general, the aim of teaching reading is to develop students' ability to read the material, get information and understand about text. The aim of teaching for the readers is to comprehend and to react to what is written.¹ The fundamental goal of any reading activity is knowing enough science concepts and knowing the language (i.e. comprehending/understanding).² It is a cornerstone for a child's success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Therefore, the students are given the reading subject matter. In reading, the students are expected to have a competence of comprehending and understanding the text.

Especially for reading, Islamic Junior High School Al-Qasimiyah Sorek Satu is taught based on the curriculum. According to the school based curriculum of English, the goal of learning English for the second year students

¹ Brown. *Discourse Analysis*. (Cambridge: University Press, 1983). P,18

² Handayani. "Increasing Students' Reading Comprehension by Using Card Sort at the Seventh Year of SMP N 1 Sidoharjo, Wonogiri". (Surakarta:2008) p,1

in reading is that the students are able to understand meaning in functional written text as well as simple and short essay in the forms of descriptive, recount and narrative to interact in daily contexts. There are some basic competences for second year students in reading:

1. Responding meaning in simple and short functional written text accurately, fluently, and acceptably that enable them to interact in daily contexts
2. Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably that enable them to interact in daily context in the forms of written descriptive, recount and narrative

Based on the syllabus, the passing score of learning English for the second year students in reading text is 65 points. Even though the students have been taught about reading in English at school, three years at Elementary School, and a year at Junior High School. In fact, the result of their comprehension is still far from the expectation as required by the curriculum. First, the students have difficulties comprehending the texts given. For example, the teacher gives 30 Questions but most of the students can answer 15 questions. Second, the students cannot identify the communicative purpose of the texts given. For example, the students are given a text but the students cannot share the information from a text to their friends communicatively. Third, the students cannot identify main idea because they have lack of vocabulary. Fourth, the students do not understand well about the function of generic structure in comprehending the reading a text, especially for Recount text. The students cannot identify which one the orientation, Event and

reorientation is from a text that teacher gives. Orientation sets a context for understanding the events that provide background information about who, where, when, etc. Event is recounted in chronological order. Reorientation usually rounds off the sequence of events by resetting events in time. Fifth, the students do cheating with their friends if they cannot find the answer of the questions of the reading texts.

Based on the writers' observation at Islamic Junior high school Al-Qasimiyah Sorek Satu, the students still had low ability in reading comprehension, especially in reading recount text. They couldnot find out the character, they couldnot find out the place of story in recount text, they couldnot find out the event. This situation happened because the students seldom practiced to read English reading text, especially recount text. They had just a few words to support their reading. In short, the students did not have prior knowledge about the topic. The factor came from the teachers' teaching strategy; the strategy used by the teachers in reading activity was the conventional one. The teacher just asked some question related to the topic, and explained about some new vocabularies. The teaching learning process was still in the teacher centered. To solve the problem, the teacher should improve his teaching strategy from the old strategy to the new one.

Actually, there are some strategies that can be used in reading activity; one of them is Quick on the Draw Strategy. Quick on the draw strategy is a research activity built in incentive for team work and speed. This strategy can gives experience of a variety of reading skill supported by speed of activity,

added by autodidact and efficiency of other test- reading question carefully, replying question correctly, differentiating insignificant and important items.³

For the reason, the writer is interested in doing research based on the existing problem. Besides, the writer also found some symptoms indicating students' reading comprehension. These symptoms can be looked through the phenomena as follows:

1. The students have difficulty comprehending the texts given
2. The students cannot identify the communicative purpose of the texts given
3. The students cannot identify main idea
4. The students do not understand well about the function of generic structure in comprehending the reading texts.
5. The students do cheating with their friend if they cannot find the answer of the questions of the reading texts.

Based on the phenomena above, the writer is interested in carrying out a research entitled :**The Effect of Using Quick on the Draw Strategy toward Students' Reading Comprehension of The Second Year at Islamic Junior High School Al-Qasimiyah Sorek Satu.**

B. The Problem

1. The Identification of the Problems

Based on the background and the phenomena of the reading comprehension of the second year students at Islamic Junior High School Al-

³ Paul Ginnispa. *Tehnik dan Taktik Menggajar Strategi Meningkatkan Pencapaian Pengajaran di Kela*. (Jakarta:PT Indeks, 2008) p,163

Qasimiyah Sorek Satu, there are many problems that make the students difficult in reading text, especially in recount text in English class. Thus, the problem of this research is identified in the following identifications:

- a. Why do the students have difficulty comprehending the recount texts given?
- b. Why are the students unable to identify the communicative purpose of the recount texts given?
- c. Why are the students unable to identify main idea of recount text?
- d. Why donot the students understand well about the function of generic structure in comprehending the recount texts?
- e. Why are the students unable to find the answer of the questions of the recount texts?

2. The Limitation of the Problem

The writer focuses this research on the recount texts. There are many problem in this research, so the writer limits the problem as follow:

- a. The students' reading comprehension thaough by conventional strategy of the second year at Islamic Junior High School Al-Qasimiyah Sorek Satu.
- b. The students' reading comprehension thaough by Quick on the Draw strategy of the second year at Islamic Junior High School Al-Qasimiyah Sorek Satu.
- c. The effects of using Quick on the Draw Strategy toward students' reading comprehension of the second year at Islamic Junior High School Al-Qasimiyah Sorek Satu.

3. The Formulation of the Problem

The Problem in this research can be formulated as follows:

- a. How is students' reading comprehension taught by conventional strategy at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu?
- b. How is students' reading comprehension taught by Quick on the Draw Strategy at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu?
- c. Is there a significant effect of Quick on the Draw strategy toward students' reading comprehension of the second year at Islamic Junior High School Al-Qasimiyah Sorek Satu?

C. The Reason for Choosing the Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. This topic has never been raised to be a thesis at State Islamic University of SUSKA Riau yet.
2. The topic is relevant to the writer as one of the students of English Education Department
3. The writer wants to find out an effect of Quick on the Draw Strategy toward students' reading comprehension
4. The writer is interested in this problem

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension though by konvensional strategy at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu.
- b. To find out the students' reading comprehension though by Quick on the Draw Strategy at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu..
- c. To find out whether there is any effect of using Quick on the Draw Strategy toward students' reading comprehension of the second year at Islamic Junior high School Al-Qasimiyah Sorek Satu.

2. The Significance of the Reaserch

- a. To Fulfill one of the requirements of S1 degree of education at English Education department of Education and teachers' training faculty of SUSKA Riau
- b. To give positive contribution in teaching and learning process, especially in reading subject of the second year students at Islamic Junior High School Al-Qasimiyah Sorek Satu
- c. To give information and solutions for the English teachers and other who concern in learning English about the using of Quick on the Draw Strategy to obtain reading comprehension.

E. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

1. Effect

Effect is a change that something causes something.⁴ In this research, effect is defined as the result of teaching reading by Quick on the Draw Strategy.

2. Quick on the Draw

Quick on the draw strategy is a research activity with a built in incentive for team work and speed. This strategy is designed to influence the students to get more information from the text that they have read.

3. Reading Comprehension

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text.⁵

Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the ideas of the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader constructs the understanding of ideas of the text.

In this study, reading comprehension is operationally defined as the students' scores in comprehending the text on the reading comprehension tests, with or without The Quick on the Draw Strategy.

⁴ *Oxford Learners' Pocket Dictionary*. (Oxford University Press). p,138

⁵ http://wik.ed.uiuc.edu/index.php/Reading_comprehension

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills besides listening, speaking, and writing. It plays an important role in guiding students to be successful in learning language, especially in learning foreign language. Reading can be enjoyable activity when it is carried out effectively. As we know, reading is an activity with a purpose. The goal of any reading activity is to get the important or very existing knowledge or in order to criticize writers' idea or writing style. A person also read for enjoyment, or to enhance knowledge of the language being read, So a person who reads the reading materials depends on her or his goal.

Many people may think that reading only involves the ability to sound the word printed in the page. Many experts have given their definition about what reading really means. According to Harmer, "Reading is an exercise dominated by the eyes and the brain".¹ Specifically, Burnes also says, "Reading is a meaning-getting activity in which reader and writer interact."² The interaction will be facilitated by strategy designed to reduce the gap between written and oral language models. Moreover, Burnes explains that reading is comprehended written discourse. It means that reading is an interactive

¹ Harmer, J. *The Practice English Language Teaching*. (London: Longman, 1991). p, 90

² D. Burnes and Page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985). p, 18

process, a process in which the reader engages in an exchange idea with the writer via text. The exchange usually has a purpose and takes place within a specific context or a setting.

Kalayo stated that reading is an activity with a purpose.³ Furthermore, Revers and Temperly (in Nunan 1991:187) discuss that there are seven main purposes for reading:

- a. To obtain information for some purposes or because we are curious about some topic
- b. To obtain instruction on how to perform some tasks for our work or daily life.
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letter
- e. To know when or where something takes place or what is available.
- f. To know what is happening or has happened (as reported, newspaper, magazines, reports)
- g. For enjoyment or excitement

Besides in reading process, the reader uses knowledge, skills, and strategies to determine what the meaning of the texts that they read. Moreover, Kalayo said that readers' knowledge, skills, and strategies include:⁴

³ Drs.Kalayo Hasibuan and Fauzan Ansari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru, Alaf Riau Graha UNRI Press, 2007). p,113

⁴ Ibid, p.115

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structured into sentences.
- b. Sociolinguistics competence: knowledge about difficult type of text and their usual structure and content.
- c. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrases to link meaning within and across sentence, as well as the ability recognize how coherence is used to maintain the messages' unity.
- d. Strategic competence: the ability to use a number of strategies

Nuttal define that reading involves three type of learning: cognitive, affective, and psychomotor⁵. The psychomotor learning includes the physical process, related to reading activity. The affective learning includes the attitude of the students toward reading. The last is cognitive learning which deals with the process of understanding the text. Among them, the cognitive learning is generally dominant to define the meaning on the other hand as the reading comprehension.

Besides the definition above, it can be concluded that reading is an interactive and a thinking process of transferring printed lattes into meaning in order to communicate creation message between the writer and the reader. In reading activity, a reader brings her or his background knowledge, emotion,

⁵ Cristine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book company, 1982). P,3

and experience to construct his or her idea in understanding the meaning of the text.

2. The Nature of Reading Comprehension

The goal of reading is comprehension. Readers' ability to understand the authors' message is influenced by their background knowledge. It is stated by Burnes and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors' message.⁶ In addition, Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁷ It means that the primary activity of reading is to comprehend what the text about. It is because they do not know the exact meaning of the words that the writer uses. That is why, reading comprehension section always be given along with vocabulary section.

King and Stanly (1989) states that reading and vocabulary sections are approach which focuses our attention on important technique. But in this research, the writer only discusses five components which are appropriate with the junior high school curriculum as follows:⁸

⁶ Burnes, D and Page, G. loc cit, P,46

⁷ Harris, Karen R. and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press). p,23

⁸ Agvemi Zulhadi Alga."The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti". (Pekanbaru: 2009). P, 8

Finding factual information. It requires readers to scan specific details. Tarigan (1980:10) says that by reading, the reader must be able to recognize the factual or certain information in detail, such as person, places, event, and time. The factual information questions are generally prepared for junior high school students and those which appear with WH-questions.

- a. Identifying main idea. Reading is concerned with meaning to a greater extent that is with form. Efficient readers understand not only about the ideas but also the relative significances as expressed by the writer. Tarigan (1980:10) says that finding mind idea not only in the beginning of paragraph but also in the middle and at the end of paragraph. Sometimes, the main idea is not stated clearly, just implicit.
- b. Locating the meaning of vocabulary in content. It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar word to the information and the topic of the paragraph.
- c. Identifying references. In order to avoid repeated word or phrases, the authors use reference words. King and Stanley (1998:331) say that recognizing reference of word and being able to identify the word or phrases to which they refer will help the reader understand the reading passage.
- d. Making inference from reading text. Inference is a skill where the reader has to be able to read between the lines'. King and Stanley divided it into two main attentions; drawing logical inference and making accurate prediction.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

3. Definition of Quick on the Draw Strategy

Quick on the Draw Strategy is a research activity with a built in incentive for team work and speed. This strategy is designed to influence the students to get more information from the text that they have read. This strategy can also give experience of a variety of reading skill. This strategy encourages team work; group can learn that team work is more productive than duplication. Gets students to use their learning on other resources than the teacher.⁹ Quick on the Draw strategy can improve students' reading ability quickly. Besides, Quick on the Draw strategy is capable of improving speed reading and students' reading comprehension.¹⁰

Based on definition above, it can be concluded that Quick on the Draw strategy can improve students' reading comprehension. The students can read a text speed and understand about the text that their read.

⁹ Paul Ginnis, *Op.cit*, p,164

¹⁰ Masfufa Affriyanti, "Peningkatan Kemampuan Membaca Cepat dengan Menggunakan Teknik Quick on the Draw pada Siswa Kelas VIII SMPN 04. (2010)

4. The Advantages of Quick on the Draw Strategy

Quick on the Draw Strategy is one method that can be used in reading a comprehension of text. There are some advantages of using of Quick on the Draw Strategy:¹¹

- a. Encouraging team work
- b. Giving experience of a variety of reading skills
- c. Getting students used to basing their learning on resources other the teacher.
- d. Learners with a kinetic disposition who can't sit still for more than two minutes!

5. Procedure of Quick on the Draw Strategy

In teaching Quick on the Draw Strategy on reading comprehension a text, there are some steps that should be done by teacher before going to teachers' activities¹²:

- a. Before using this strategy with the students, the teacher prepares, 10 questions that should be printed on a separate piece of paper or card. Print enough copies for each group to be designated by their own set. Each set of question should be a distinctive color. Put the sets out on the teachers' desk.
- b. Divide the class into groups of 3 (4 if necessary, although this invites passengers). Allocate a color to each group, (so they can identify their question cards).

¹¹ Paul Ginnis, *loc.cit*

¹² <http://www.english-teaching.co.uk>

- c. Give each group the source material, which contains the answers to the questions.
- d. At the word 'Go', one person from each group 'runs' to the teachers' desk, takes the first question only and runs back with it to the group.
- e. Using the source material, the groups find and write down the answer on a separate piece of paper.
- f. This take to the teacher by the second person. The teacher checks the answer. If it is accurate and complete, the second question is collected and so on. If any answer is inaccurate or incomplete, the teacher sends the runner back to the group to try again.
- g. The first group completes all answer 'wins'

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself¹³. Besides, we have to analyze what the point is focused on, informing the designs, finding and conclusion of the previous research.

1. Sriwastuti (2005). In her research, she focused on the effect of collaborative strategic reading toward the second year students' reading comprehension achievement at SLTP Negeri 20 Pekanbaru. She found that the mean score of experimental group which was taught by using collaborative strategic reading was 82.75 while the mean score of control group which was taught

¹³ M. Syafi'i, Fauzan Anshari and Jonri Kasdi. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: LBS, 2007). p, 122

by using traditional reading classroom was 75.75. That means there was any significant difference between using collaborative strategic reading for reading comparison achievement and using traditional reading classroom method for reading comprehension achievement. Furthermore, t-test in this research was 3.5 and t-table was 2.00.

2. Khairani (2007). In her research, she focused on the correlation between teaching reading activities and students' reading achievement in answering questions based on reading text at the second year of SMA Negeri 2 Rambah Hilir Pasir Pengaraian. She is concluding that based on the analysis data, it had proved that the teaching reading activities in the classroom was good. The average percentage after calculating was 76.9%, and the students' reading was enough showed by the average percentage was 62.75%. Moreover, the data analysis had proved that there was no correlation between teaching reading activities and students' reading achievement at the second year student of SMA Negeri 1 Rambah Hilir. The null hypothesis was accepted with at 5% significant level was 0,273 or at 1% significant level was 0,354. The coefficient of observation in correlation between teaching reading activities and students' reading achievement was 0.015.

C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variable in this research:

They are: Variable X is Quick on the Draw Strategy

Variable Y is reading comprehension

The following treatment as a collection of procedures of the implementation of Quick on the Draw Strategy that can be seen in the following steps:

1. The teacher prepares a text and 10 questions
2. Dividing the class into groups
3. Giving each group source material
4. The students take first Question on teachers' table
5. The group finds and writes down the answer on a separate piece of paper
6. The teacher checks the answer. If it is accurate and complete will continue to next question until finish
7. The first group to complete all answers 'wins'

To know the students' ability in reading comprehension of the second year student at Islamic Junior High School Al-Qasimiyah Sorek Satu, the writer determines some indicators for reading comprehension as the following¹⁴:

1. Students are able to find actual information,
2. Students are able to identify main idea, supporting idea act.
3. Students are able to locate the meaning of vocabulary in context,
4. Students are able to identify reference, and
5. Students are able to make inference from reading text.

¹⁴Djwandono. *Strategi Membaca Bahasa Inggris*. (Jakarta, PT.Gramedia: 2002). P,

D. The Assumption and Hypothesis

1. Assumption

In general, the assumptions for this research can be exposed as follows:

- a. Quick on the Draw can help the students to comprehend the reading text.
- b. The students have been taught about how to identify the main idea and supporting details of a paragraph and how to recognize kinds of the text.
- c. The respondents who are treated with Quick on the Draw Strategy achieve better reading comprehension than those who are not treated with Quick on the Draw Strategy.

2. Hypothesis

Based on the assumptions above, hypothesis of this study can be forwarded as follows:

- a. The null Hypothesis (H_0)

There is no significant difference in reading comprehension between students who are treated with Quick on the Draw Strategy and those who are not treated without Quick on the Draw Strategy at the second year students of Islamic Junior High School Al-Qasimiyah sorek Satu.

- b. The alternative hypothesis (H_a)

There is significant difference in reading comprehension between students who are treated with Quick on the Draw Strategy and those who are

not treated without Quick on the Draw Strategy at the second year students of Islamic Junior High School Al-Qasimiyah sorek Satu.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research is categorized as quasi-experimental research. Quasi-experiment is a research design having some but not all of the characteristics of a true experiment. The element most frequently missing is random assignment of subjects to the control and experimental conditions.¹

In this research, the writer used two groups as sample, namely: experimental group and control group. For experimental group, the students were treated with particular teaching on what problems of research the writer had. Meanwhile, control group was only given a pre-test and pos-test without particular treatment as given to the experiment group. Both experimental and control group were treated in the same test.

TABLE 3.1
RESEACH TYPE

| Group | Pre-test | Trearment | Post-test |
|---------------------------|-----------------|------------------|------------------|
| Experimental Group | TO | X | T1 |
| Control Group | TO | - | T2 |

¹ Gay, L.R and Peter Airasian. *Educational Research. 6th Ed.* (New Jensey: Von Hoffmann Press, 2000) p.389.

B. The Location and Time of the Research

This research was carried out at Islamic Junior High School Al-Qasimiyah Sorek Satu. This research was conducted from April to June 2011.

C. The Subject and Object of the Research

Subject of this research was the students at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu, and the object of this research was the effect of using Quick on the Draw Strategy toward Students' reading comprehension.

D. The Population and Sample of the Research

1. Population

The population of this research was the second year students of Islamic Junior High School Al-Qasimiyah Sorek Satu. They were all about 124 students, divided into four classes. They were assumed to have the same level of proficiency and the same background.

Table 3.2

Distribution of the Research Population

| CLASS | NUMBER OF STUDENTS |
|-------------------|---------------------------|
| VIII ^A | 30 Students |
| VIII ^B | 30 Students |
| VIII ^C | 32 Students |
| VIII ^D | 31 Students |
| TOTAL | 124Students |

2. Sample

In this research the writer took two classes from the population as the sample; they were experimental and control classes. So, the writer used simply cluster sampling technique in choosing the sample.

According to Sudjana, in cluster sampling, population is divided into some group/clusters. These clusters were taken in random process. Every member in a cluster taken randomly became sample.

In this occasion, the writer took class VIII A and VIII B as sample. Class VIII A was experiment class and VIII B was control class.

E. The Research Procedures

Quick on the Draw is a strategy to improve students' reading comprehension skill which helps teachers to achieve the goals of teaching, the procedures of this research were decided into two phrases:

1. Procedures of collecting data for experimental group

a. Pre-test

The pre-test was carried out to determine the ability of students selected as the sample. Items used for pre-test consist of 30 items. The test was about reading comprehension which was appropriate with their in-use curriculum. The test consisted of three passages with ten questions for each.

b. Treatment

The treatment was conducted for experimental group only. The treatment was using Quick on the Draw Strategy in teaching reading

comprehension. The length of time to apply the strategy was about eight meetings.

c. Post-test

After nine meetings (including pre-test), the post-test was administrated. Results of the post-test for experimental group was analyzed and used as final data for this research.

2. Procedures of collecting data for control group

a. Pre-test

Goal, item, and procedures of the test for control group were the same as those conducted for experimental group.

b. Conventional Strategy

In this case, the teaching of reading comprehension for control group by using conventional strategy or classical method. The strategy used in classroom was characterized as follows:

- 1) The teacher asked the students to read the passage on the text
- 2) The teacher asked the students to find out the meaning of difficult words
- 3) The teacher asked the students to answer the questions based on the text
- 4) The teacher collected the students' reading assignment

c. Post-test

Post-test for both control group and experimental group was administrated after giving the treatment. The results of the post-test for

both control group and experiment group were analyzed and used as final data for this research.

F. The Technique of Data Collection

In order to get some data that were needed to support this research, the writer applied the techniques by the test and observation.

1. Observation

The observation was intended to observe directly the effectiveness of the implementation of Quick on the Draw Strategy toward students' reading comprehension of the second year at Islamic Junior High School Al-Qasimiyah Sorek Satu. The observer of the observation is the original English teacher while the writer implements the strategy in the classroom. The observation was only given for the students in the experimental group. The indicator of the observation can be seen as follows:

- a. The teacher prepare a recount text and some Questions
- b. The teacher explain about Quick on the Draw Strategy
- c. Divide the class into groups
- d. Doing Quick on the Draw activities
- e. The teacher ask the students about the material by speak English based on their opinion
- f. The teacher gives change for students ask about any something makes them confused or don't understand about the lesson
- g. The teacher gives reading texts and the students answer the question based on the text

2. Test

The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedure:

- a. Both groups (experimental group and control group) were asked to express their idea of reading comprehension
- b. The teacher evaluated the test based on reading comprehension aspect that consisted of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying reference, and making inference from reading text. It was done to; make the teacher easy to collect the data.
- c. The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X (Quick on the draw strategy and conventional strategy) Y' (reading comprehension). The materials of the test were adopted from the syllabus of Islamic Junior High School Al-Qasimiyah Sorek Satu.

G. The Validity and Reliability of the Test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test construction can make it. The test must aim at providing a true measure of the particular skill, intended to measure.

Heaton states, the validity of a test is the extent to which it measure what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.²

To obtain the data about the comprehension between Quick on the draw and conventional strategy on reading comprehension, the writer acquired to show each score. It was used to refer to the most important cartelistic of an item accurately determined by its difficulty. Then, the tests given to students were considered too difficult or too easy often show the low reliability. Item difficulty was determined as the proportion of correct responses. This was held to the index difficulty, in which it was generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:³

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : the number of correct answers

N : the number of examinees or students talking the test

The formula above was used to find out the easy or difficulties of each item test that writer gave to the respondents. The items that do not reach the standard level of difficult were excluded from the test and changed with the new items. Heaton states that prepared in practice to accept items with facility values between 0.30 and 0.70.⁴

² Heaton, J.B. *writing English Language Test*. (New York, Longman Inc:1988). P,159

³ Ibid. P,178

⁴ Ibid, P.179

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.⁵

There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing,
- b. The administration of the test, clearly this is an important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{n(N-m)}{NX^2} \right)$$

Where r_{ii} : reliability

N : the number of items in the test

M : the mean score of the test

X : the standard deviation of the test

H. The Technique of Data Analysis

To know the homogeneity of result of pre-test. The writer used the statistical formula as follows:⁶

$$F_o = \frac{S_b^2}{S_u^2}$$

⁵ *Ibid.*

⁶ Farguson, George.A. *Statistical Analysis in Psychology and Education*. (Cambridge, University Press: 1970). P,229

Where S_b^2 : the highest variance

S_u^2 : the lowest variance

To analysis the collected data, the writer establishes some categories to classify the result of the test as main instrument of this research, adopted from Hartono, the score range is as follows:⁷

$$t_o = \frac{M_s - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

where t_o : the value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : Standard deviation of experimental sample

SD_y : Standard deviation of control sample

N : Number of the students

The table was employed to see whether there is any significant difference between the mean score in both experimental and control classes. The T-obtained value is consulted with the value of T-table at the freedom (df) = $(N_1 + N_2) - 2$.

Statistically hypothesis:

H_o : $t_o < t$ table

H_a : $t_o > t$ table

⁷ Hartono. *Statistik untuk Pendidikan*. (Pekanbaru: Pustaka Pelajar, 2004) p,191

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The data from the classroom observation

To obtain the data about the contribution of Quick on the Draw Strategy toward students' reading comprehension, the writer acquired to show lists of observation. The lists of observation were checked by the English teacher of second year at Islamic Junior High School Al-Qasimiyah Sorek Satu. It wanted to know that the Quick on the Draw Strategy had been done by the writer. The observation was conducted for eight meetings.

TABLE 4.1

The Implementation of the Quick on the Draw Strategy

| NO | Activities | Categories | |
|-------------------|--|------------|----|
| | | Yes | No |
| 1 | The teacher prepare a recount text and some Questions | 8 | 0 |
| 2 | The teacher explain about Quick on the Draw Strategy | 8 | 0 |
| 3 | Divide the class into groups | 8 | 0 |
| 4 | Doing Quick on the Draw activities | 8 | 0 |
| 5 | The teacher ask the students about the material by speak English based on their opinion | 8 | 0 |
| 6 | The teacher gives change for students ask about any something makes them confused or don't understand about the lesson | 8 | 0 |
| 7 | The teacher gives reading texts and the students answer the question based on the text | 8 | 0 |
| TOTAL | | 56 | 0 |
| Percentage | | 100% | 0% |

The table above shows that the result of observation of the use Quick on the Draw Strategy toward students' reading comprehension of the second year

at Islamic Junior High School Al-Qasimiyah Sorek Satu indicates that 100% was done and 0% was not done by the teacher.

2. Data on the study reading comprehension

This research is to obtain the effect of Quick on the Draw Strategy toward reading comprehension of second year students of Islamic Junior High School Al-Qasimiyah Sorek Satu. The data of this research are the scores of students' post test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found that class VIII A (experimental Group) and VIII B (control Group).

The data were obtained by giving post-test to the experiment and control group. The result of reading test was evaluated by concerning five components:

- a. Finding factual information
- b. Identifying main idea
- c. Locating the meaning of vocabulary in context
- d. Identifying reference, and
- e. Making inference from reading text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure:

- a. Both groups (experiment and control group) were asked to express their idea of reading comprehension
- b. The teacher evaluated from the test best on reading comprehension aspect that consisted of finding factual information, identifying main idea, locating

the meaning of vocabulary in context, identifying reference, and making inference from reading text. It was done to make the teacher is easy to collect the data.

The result from the experimental and control group can be seen in the following table:

TABLE 4.2
THE STATISTICS OF EXPERIMENTAL AND CONTROL GROUP

| | | Experimental Group | Control Group |
|----------------|---------|--------------------|---------------|
| N | Valid | 30 | 30 |
| | Missing | 0 | 0 |
| Mean | | 74.93 | 59.07 |
| Median | | 76.00 | 60.00 |
| Mode | | 76 | 56 |
| Std. Deviation | | 4.806 | 3.591 |

The table 4.1 shows that experimental group with mean (74.93), median (76), modus (76), and standard deviation (4.806), control group shows means (59.07), median (60), modus (56) and standard deviation (3.591).

a. The Data of Experimental Group

There were 25 items of reading comprehension test given to the 30 respondents in the research, from this test was obtained that the lower score is 64 and the higher score is 80 by finding out the mean is 74.93, median is 76, modus is 76 and the standard deviation is 4.806. This data were obtained from the research by using manual system. The data descript of reading comprehension test in experimental group.

TABLE 4.3**The Distribution of Frequency of Students' Pre-test Score of Experimental Group**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 56 | 12 | 40.0 | 40.0 | 40.0 |
| 60 | 9 | 30.0 | 30.0 | 70.0 |
| 64 | 9 | 30.0 | 30.0 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

From above table, it shows that from 30 respondents in interval 56, the frequency is 12 student (40%), 60, the frequency is 9 students (30%), 64, the frequency is 9 Students (30%).

TABLE 4.4**The Distribution of Frequency of Students' Post-test Score of Experimental Group**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 64 | 3 | 10.0 | 10.0 | 10.0 |
| 72 | 8 | 26.7 | 26.7 | 36.7 |
| 76 | 10 | 33.3 | 33.3 | 70.0 |
| 80 | 9 | 30.0 | 30.0 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

From above table, it shows that from 30 respondents in interval 64, the frequency is 31 student (10%), 72, the frequency is 8 students (26.7%), 76, the frequency is 10 Students (33.3%), 80, the frequency is 9 students (30%).

b. The Data of Control Group

There were 25 items of English vocabulary mastery test given to the 30 respondents in this research. From this it was obtained that the lower score is 56 and the high score is 68 by finding out the mean is 59.06, median is 60.

Modus is 56 and the standard deviation is 3.591. this data were obtained from the research by using manual systems. The data description of reading comprehension can be seen in the following table:

TABLE 4.5

The Distribution of Frequency of Students' Pree-test Score of Control Group

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 56 | 12 | 40.0 | 40.0 | 40.0 |
| 60 | 12 | 40.0 | 40.0 | 80.0 |
| 64 | 6 | 20.0 | 20.0 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

From the above table, it shows that from 30 respondents in interval 56, the frequency is 12 student (40%), 60, the frequency is 12 students (40%), 64, the frequency is 6 Students (20%).

TABLE 4.6

The Distribution of Frequency of Students' Post-test Score of Control Group

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 56 | 14 | 46.7 | 46.7 | 46.7 |
| 60 | 11 | 36.7 | 36.7 | 83.3 |
| 64 | 3 | 10.0 | 10.0 | 93.3 |
| 68 | 2 | 6.7 | 6.7 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

From the above table, it shows that from 30 respondents in interval 56, the frequency is 14 student (46.7%), 60, the frequency is 11 students (36.7%), 64, the frequency is 3 Students (10%), 68, the frequency is 2 students (6.7%),

B. The Data Analysis

The data of the statistical result were divided into two parts. The data were obtained through pre-test. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result if the mean score of each class was found by using the following formula:

$$M = \frac{\sum X}{N} \quad \text{For Experimental Group}$$

$$M = \frac{\sum Y}{N} \quad \text{For Control Group}$$

While the formula of standard deviation as follows:

$$SD_x = \sqrt{\frac{\sum X^2}{N}} \quad \text{For Experimental Group}$$

$$SD_y = \sqrt{\frac{\sum Y^2}{N}} \quad \text{For Control Group}$$

The analysis of data of the students for experimental Group and Control Group is explained in the following table:

TABLE 4.7

The Classification of Experimental Group at the Second Year Students of Islamic Junior High School Al-Qasimiyah Sorek Satu

| NO | Categories | Score | Frequency | Percentage |
|-------|------------|----------|-----------|------------|
| 1 | Very Good | 80 – 100 | 9 | 30% |
| 2 | Good | 70 – 79 | 18 | 60% |
| 3 | Enough | 60 – 69 | 3 | 10% |
| 4 | Less | 50 – 59 | - | 0% |
| 5 | Bad | 0 – 49 | - | 0% |
| Total | | - | 30 | 100% |

Based on the table 4.11, the classification of experimental group at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu the output from 30 students shows that the category number 1, there is 9 frequency (30%), the category number 2 shows 18 frequencies (60%), the category number 3 shows 3 frequencies (10%), the category number 4 shows no frequencies (0%), the category number 5 shows no frequencies (0%), the table above shows that highest percentage of experimental group is 60%. Thus, the majority of students in this regard is classified as **Good**.

TABLE 4.8

The Classification of Control Group at the Second Year of Islamic Junior High School Al-Qasimiyah Sorek Satu

| No | Categories | Score | Frequency | Percentage |
|-------|------------|----------|-----------|------------|
| 1 | Very Good | 80 – 100 | - | 0% |
| 2 | Good | 70 – 79 | - | 0% |
| 3 | Enough | 60 – 69 | 16 | 53.3% |
| 4 | Less | 50 – 59 | 14 | 46.7% |
| 5 | Bad | 0 – 49 | - | 0% |
| Total | | - | 30 | 100% |

Based on the table 4.12, the classification of the control group at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu the output from 30 students shows that the category number 1, there is no frequencies (0%), the category number 2 shows no frequencies (0%), the category number 3 shows 16 frequencies (53.3%), the category number 4 shows 14 frequencies

(46.7%), the category number 5 shows no frequencies (0%). The table above shows that highest percentage of classification of control group is 53.34%. Thus, the majority of students in this regard is classified as **Enough**.

TABLE 4.9
MEAN AND STANDARD DEVIATION

| | Experimental Group | | Control Group | |
|----|---------------------------|------------------|----------------------|------------------|
| | Pre-test | Post-Test | Pre-Test | Post-Test |
| M | 59.60 | 74.93 | 57.33 | 59.07 |
| SD | 3.379 | 4.806 | 3.044 | 3.591 |
| | 26.65% | | 3.04% | |

1. Experimental Group

$$\begin{aligned}
 X &= \frac{74.93-59.60}{59.60} \times 100\% \\
 &= \frac{15.33}{59.60} \times 100\% \\
 &= 26.65\%
 \end{aligned}$$

2. Control Group

$$\begin{aligned}
 Y &= \frac{59.07-57.33}{57.33} \times 100\% \\
 &= \frac{1.74}{57.33} \times 100\% \\
 &= 3.04\%
 \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score, the standard deviation and the percentage between experimental

group and control group. Where, the percentage from pre-test to post-test of control group is increasing 3.04%.

X = Experimental Group

Y = Control Group

$$F_o = \frac{S_b^2}{S_u^2} = \frac{3.379^2}{3.044^2} = 1.232$$

The F computed was 1.232. to know whether or not the result is homogeneity, the writer compared with F table. The F table was compared by getting the degree of freedom (df). To get “df”, we use the following formula:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

The degree of freedom is 58, see appendix to know degree of significant 1% and 5%, the test is homogeneity if the F table >F obtained. For the degree of significant 1% is 2.66 and the degree of significant 5% is 1.98. from data above, we can find $1.98 < 1.232 < 2.66$. in conclusion the test is homogeny

TABLE 4.10

GROUP STATISTICS

| | N | Mean | Std. Deviation | Std. Error Mean |
|--------------------|----|-------|----------------|-----------------|
| Experimental Group | 30 | 74.93 | 4.806 | .877 |
| Control Group | 30 | 59.07 | 3.591 | .656 |

Based on the table above, it can be seen that the total students from each group was 30, the mean of experimental group was 74.93, and mean of control

group was 59.07. Standard deviation from experimental group was 4.806, while standard deviation from control from control group was 3.591. standard error mean from experimental group was 0.877, and control group was 0.656.

TABLE 4.11

TABLE MEAN AND STANDARD DEVIATION FOR POST-TEST

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Score | Equal variances assumed | 1.829 | .181 | 14.486 | 58 | .000 | 15.867 | 1.095 | 13.674 | 18.059 |
| | Equal variances not assumed | | | 14.486 | 53.682 | .000 | 15.867 | 1.095 | 13.670 | 18.063 |

Based on the out put SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.¹

Ho : Variance Population Identical

Ha : Variance Population not Identical

If Probabilities >0.005 , Ho is accepted

If Probabilities < 0.005 , Ha is accepted

Based on the output SPSS above, Ho is accepted because $0.181 > 0.005$. it means that the variance of the population is identic.

From the output above, it also can be seen that t_{count} obtained (14.486) will be compared to "t" table, $df = 58$ to compare either at level 5% or 1%. At level 5%, t_{table} is 2.01, while at level 1%, t_{table} is 2.68. Thus, the t_{count} obtained is

¹ Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008). P,159.

higher than t_{table} , either at level 5% or 1%. In other word, we can read $2.01 < 14.486 > 2.68$.

Based on the score above, the writer can conclude that H_a is accepted or there is significant effect of using Quick on the Draw Strategy toward students' reading comprehension at second year of Islamic Junior High School Al-Qasimiyah Sorek Satu.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis, the writer concludes that:

1. The students' reading comprehensin taught by conventional strategy at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu is catagorized into enough with mean score is 59.07.
2. The students' reading comprehensin taught by Quick on the Draw Strategy at the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu is catagorized into Good with mean score is 74.93.
3. The second hypothesis is accepted because in T-Table at the 5% grade of significance refers to 2.01. While in the level of significance 1% is 14.486. So it can be analyzed that t_o is higher than T-Table in either at 5% or 1%. It can be read that $(2.01 < 14.486 > 2.68)$. it means that there is significant effect of Quick on the Draw Strategy toward students' reading comprehension on the second year of Islamic Junior High School Al-Qasimiyah Sorek Satu.

B. SUGGESTIONS

Based on the conclusion that the writer obtained from this research, it is known that using of Quick on the Draw Strategy toward students' reading comprehension gives significant effect. It means that the students are not

reluctant or awkward to verbalize their ideas in communication because they have been accustomed to reading out their ideas. Therefore, the writer suggests the teacher to use this strategy to improve students' reading ability.

1. Suggestion for Teacher

The researcher expects English teacher to choose the suitable strategy in teaching learning process, in order to make the students feel interested and unbored to study English based on teaching experience of writer in this research.

- a. Since the writer used of Quick on the Draw Strategy in teaching English, she has found that there is a significant contribution in her teaching, especially for the students' attention that is more focus with her studying, and also the students' interest in studying English. So hopefully, English teachers always keep using different method in teaching and learning process.
- b. The teachers are suggested to raise the students' interest in studying English and make them easy to understand about the lesson that has given

2. Suggest for Students

- a. The students should try to understand the use of Quick on the Draw Strategy in reading texts
- b. The students must be creative to select kinds of reading in order to comprehend the text well and diminish boredom in learning English.

BIBLIOGRAPHY

- Agvemi Zulhadi Alga (2009). "The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti". Pekanbaru
- Arikunto, Suharsimi. 1998. *Procedure Penelitian*. Jakarta. Rineka Cipta.
- Brown. 1983. *Discourse Analysis*. Cambridge: University Press
- Burnes, D and Page,G. 1985. *Insight and Strategies for Teaching Reading*. New York: Harcourt Brace Jovanich Group. Pty Limited
- Djwandono. 2002. *Strategi Membaca Bahasa Inggris*. Jakarta :PT.Gramedia
- Farguson, George.A. 1970. *Statistical Analysis in Psychology and Education*. Cambridge: University Press
- Gay, L.R and Peter Airasian.2000. *Educational Research*.6thEd. New Jensey: Von Hoffmann Press
- Ginnis, Paul. 2008. *Tehnik dan Taktik Mengajar Strategi Meningkatkan Pencapaian Pengajaran di Kelas*. Jakarta: PT Indeks
- Handayani. (2008). "Increasing Students' Reading Comprehension by Using Card Sort at the Seventh Year of SMP N 1 Sidoharjo, Wonogiri". Surakarta
- Hasibuan, Kalayo and Fauzan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.
- Harmer, J. 1991. *The Practice English Language Teaching*. London: Longman
- Harris, Karen R. and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press
- Hartono. 2004. *Statistik untuk Pendidikan*. Pekanbaru: Pustaka Pelajar
- _____. 2008. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar
- Heaton,J.B. 1988. *Writing English Language Test*. New York. Logman Inc
- Oxford Learners' Pocket Dictionary*. Oxford University Press.
- http://wik.ed.uiuc.edu/index.php/Reading_comprehension

<http://www.english-teaching.co.uk>

M. Syafi'i, Fauzan Ansyari and Jonri Kasdi. 2007. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. Pekanbaru: LBS

Masfufa Affriyanti, (2010). "Peningkatan Kemampuan Membaca Cepat dengan Menggunakan Teknik Quick on the Draw pada Siswa Kelas VIII SMPN 04.

Nuttal, Cristine. 1982. *Teaching Reading Skill in a Foreign Language*. New York: Mc Grow Hill Book company

Richards, Jack C and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching an Applied Linguist*.



Tanda Cinta Q

Seperti Angin...

Tak dapat Q lihat tetapi dapat Q rasakan

Dari setiap hembusan Nafas Q

Dari Senyilir gelikan telinga Q

Dari sejuknya Udara pagi

Dari setiap detik Kehidupan Q

Hingga Q bebas menghirup mimpi-mimpi Q

Seperti Angin...

Cinta Mu ya... ALLAH

Tak dapat Q lihat tetapi dapat Q rasakan

Setiap Kesabaran

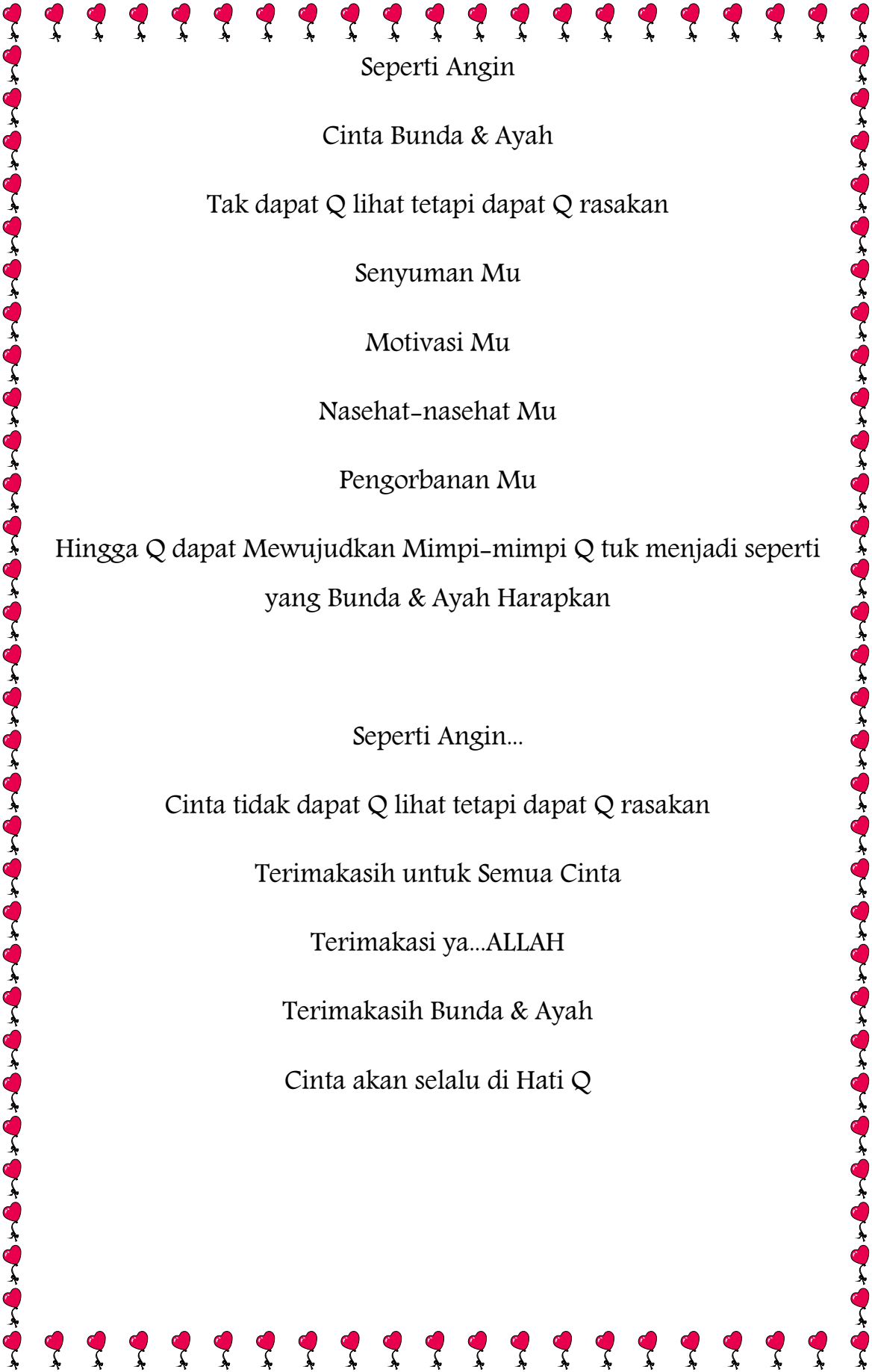
Setiap Semangat

Setiap Kemudahan

Setiap Kesempatan

Hingga Q dapat Menggapai Mimpi-mimpi Q untuk mengharapkan

RidhoMu ya... ALLAH



Seperti Angin

Cinta Bunda & Ayah

Tak dapat Q lihat tetapi dapat Q rasakan

Senyuman Mu

Motivasi Mu

Nasehat-nasehat Mu

Pengorbanan Mu

Hingga Q dapat Mewujudkan Mimpi-mimpi Q tuk menjadi seperti
yang Bunda & Ayah Harapkan

Seperti Angin...

Cinta tidak dapat Q lihat tetapi dapat Q rasakan

Terimakasih untuk Semua Cinta

Terimakasi ya...ALLAH

Terimakasih Bunda & Ayah

Cinta akan selalu di Hati Q

BIOGRAPHY



Afridayani Nasution lahir di Kotapinang, kabupaten Labuhanbatu Selatan-Sumatra Utara pada tanggal 8 April 1988 dari pasangan Abdulsomat dan Rohimah, dan merupakan anak ketiga dari sembilan bersaudara.

Penulis memulai pendidikan formal di SDN 118298 Afd. A Aekraso pada tahun 1994-2000, lalu penulis melanjutkan ke SLTPN 1 Kotapinang pada tahun 2000-2003, selanjutnya penulis melanjutkan ke SMA N 1 Kotapinang pada tahun 2003-2006. Setelah penulis menyelesaikan pendidikan di SMA kemudian penulis melanjutkan pendidikan di Lembaga Kursus TRICOM pada tahun 2006-2007. Penulis mengambil kursus Bahasa Inggris 1 tahun, kemudian penulis melanjutkan pendidikan di Universitas Islam Negeri Sultan Syarif Kasim Riau pada tahun 2007-2011. Penulis mengambil Jurusan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan.

Organisasi yang pernah diikuti oleh penulis adalah:

- HMJ Jurusan Bahasa Inggris Priode 2008-2009
- HMI Komisariat TAKESI Priode 2008-2009

Dalam masa perkuliahan penulis telah melaksanakan kegiatan KKN di desa Pangke kec. Meral, kab. Karimun-KEPRI dan kegiatan PPL di MA Al-Qasimiyah Sorek Satu pada tahun 2010.

Penulis melakukan penelitian pada siswa MTs Al-Qasimiyah Sorek Satu dengan judul “The Effect of Using Quick on the Draw Strategy toward Student’s Reading Comprehension of the Second Year at Islamic Junior High School Al-Qasimiyah Sorek Satu”.

Akhirnya pada tanggal 15 Juli 2011 penulis di Munaqasyahkan dalam sidang ujian Sarjana (S1) pada Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau dan penulis dinyatakan lulus dengan predikat baik dan memperoleh gelar Sarjana Pendidikan (S.Pd).